External Review Team Process

Office of Federal and State Accountability
Division of Accountability

South Carolina Department of Education
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FOCUSED SCHOOL RENEWAL PLAN (FSRP)
Revised for School Year 2008-09
Revisions Included

School: Ridgeland Middle School   **District: Jasper County School District**

Principal: Ranell Williams, Jr.   **Superintendent: Dr. Delacy W. Sanford**

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation

Rationale

The 2008-2009 school year will bring new grade configuration changes for the current Ridgeland Junior High. The sixth grade students will return to the middle school and last year's ninth graders will be reassigned to the high school. These changes will make Ridgeland Middle School a true middle school. This change will facilitate greater collaboration and teaming. Last year's sweeping changes brought about major adjustments for the junior high school as well. Some of those changes included but were not limited to the following major events:

Two new Pre-k-12 facilities at the north and south end of the county were opened. This was a major event for the county after almost fifty-four years since the last school was built. Staff used preplanning days to assist with packing and unpacking instructional materials and equipment from the old sites to ready the new school for its opening day. Additional events included: a new district level superintendent, new school-based administrators, and year two implementation of the Anderson 5 curriculum. The 2008-2009 school year will bring its own challenges as the school re-establishes itself as a true middle school housing grades 6-8. The demographic makeup is about 77% African American, 10% Caucasian, 9% Hispanic, and 4% other. 88.7% of the students receive free or reduced lunch. The school also serves a population of (31) special needs students with various exceptionalities. The school has experienced a slight improvement in annual teacher and staff turnover. Less than 3% of our current teaching staff has more than four years of teaching experience. The lack of stability in the teaching and administrative staffs is a contributing factor to the school's unsatisfactory rating for student achievement (PACT) as outlined on the state's report card.   This change should facilitate greater collaboration and teaming.

The results from the South Carolina PACT for the past three years have shown only incremental improvement in the core areas:
- This past year (2008) in 6th grade, 58.3% of the students scored Below Basic in mathematics. This was an increase compared to 2007 6th grade PACT scores of 48.8% in mathematics. Additionally, 8th grade scored 66.7% Below Basic as compared to 63.8% in mathematics in 2007. On the other hand, 7th grade showed a slight decrease in the number of students scoring Below Basic in mathematics from 55.6 in 2007 to 52.9 in 2008.
- Compared to the number of 6th grade students scoring Basic in mathematics (2008) and students in 6th grade (2007), there was a reduction in growth of 10.2%.
- According to the recent PACT results in 8th grade, 55.5% scored Below Basic, 36.0% Basic, 7.9 Proficient, and 0.6% Advanced in ELA.
  - In 7th grade ELA, 37.4% scored Basic, 6.5% scored Proficient compared to no one scoring Advanced.
- Social Studies and science results reflect only 99 students tested. These results show a slight increase in students scoring below basic is science while there was a slight reduction in students scoring basic. In social studies (99) students tested show an increase in scoring below basic and a reduction of students scoring basic. On the other hand, in science students tested show a sight increase in proficient and advanced scores while there was little change for the social studies students tested. The school summary data chart # 1 reflects the analysis of the data above:

The process used to develop the FSRP was a collaborative planning process to include but not limited to principal's leadership team (assistant principal, curriculum coordinator, instructional coaches, curriculum specialist, district level representative and advice from ERTL).
Additionally, during the school's retreat at Palm Key Resorts on Knowles Island, South Carolina, the staff was introduced to the FSRP planning process and a professional development needs assessment survey was completed and analyzed. The curriculum specialist reviewed a draft copy seeking input from grade level team leaders. A school-based faculty meeting was held and presented a copy to review and provide input. Final revisions were reviewed by the principal's leadership team and a final copy was distributed to all staff.

The goals selected in this FSRP 2008 – 2009 will enable the school to meet expected progress. This is due to a detailed analysis of all school-based test data and funding sources. This strategy has facilitated grade level team synergy to be more aware of grade level strengths and areas needing growth. Improved communication and collaboration with the district level support staff, a greater awareness of the unique needs of middle grades challenges and growing support from school-based parents taking a more active role in school-based involvement activities.

Chart #1
School Profile Summary Data
Ridgeland Middle / Ridgeland

Junior High

PACT Areas	2004 - 2005	2005 - 2006	2006 -2007
ELA **Below Basic**	53.6%	58.0%	61.2%
Basic	38.1%	33.7%	29.7%
Proficient	7.9%	7.9%	7.2%
Advanced	0.3%	0.3	1.9%
Mathematics **Below Basic**	58.9%	58.5%	56.8%
Basic	33.9%	34.0%	34.9%
Proficient	5.6%	5.6%	5.8%
Advanced	1.7%	1.9%	2.6%
Science **Below Basic**	68.5%	75.0%	75.3%
Basic	25.5%	21.2%	18.9%
Proficient	4.9%	3.1%	5.1%
Advanced	1.2%	0.7%	0.8%
Social Studies **Below Basic**	60.5%	65.4%	66.6%
Basic	32.9%	30.9%	29.0%
Proficient	5.1%	2.7%	3.0%
Advanced	1.5%	1.0%	1.4%
Absolute Index	2.2	2.1	2.1
Absolute Rating	**Unsatisfactory**	**Unsatisfactory**	**Unsatisfactory**

School Timeline

Listed below is an implementation schedule and timeline:
School-based Action Plan

Strategy Implementation Timeline
2008 - 2009

MAP Training Strategies	August 2008	September 2008	October 2008	November 2008	December 2008	January 2009	February 2009	March 2009	April 2009	May 2009	Person(s) Responsible
1. On going MAP scores analyzed and reviewed by grade level teams *(Fall, Winter and Spring results 2008-2009)*		x					x		x		*Curriculum Specialist, Coordinator & Coaches*
2. Assist grade level teams in the development of weekly Instructional Plans and instructional goals for target groups identified.	x	x	x	x	x	x	x	x	x		*Curriculum Specialist, Coordinator & Coaches*
3. District collaboration and training on effective use of NWEA Dynamic Suite Components to ensure student achievement.	x	x									*District (Joyce Gerald)*
4. Schedule target (MAP) students for additional computer-assisted instruction in reading and math via Island Study PACT software at least twice weekly.	x	x	x	x	x	x	x	x	x		*Instructional coaches and lab proctor.*
5. Schedule below basic and advanced and proficient targets for the Acellus mathematics lab.	x	x	X	x	x	x	x	x	x		*Instructional coaches and lab proctor.*

Strategies Professional Development	August 2008	September 2008	October 2008	November 2008	December 2008	January 2009	February 2009	March 2009	April 2009	May 2009	Person(s) Responsible
1.Assessment Development and Analysis/Development of Data Notebooks (PACT & MAP)	x	x	x	x	x	x	x	x	x		*Curriculum Specialist/Coaches*
2. Anderson 5 Benchmark Analysis (Core areas) each nine weeks			x			x		x		x	*J. Gerald and instructional coaches*
3.Gender-based instructional strategies	x			x			x				*J. Gerald and instructional coaches*
4.Classroom Management Strategies	x	x	x	x	x	x	x	x	x		*Consultant/Instructional coaches*
5. Study Group Grade Level Teams Book Talks (Classroom Instruction that Works, Writing in the Content Areas, and Why Gender Works)Sax, Marzano and Benjamin authors.		x	x	x	x	x	x	x	x		*Curriculum specialist/instructional coaches*
6. Technology Integration (SC Streaming/Smart Boards, etc.)	x	x				x	x				*J. Gerald ,Curriculum Coordinator & instructional coaches*
7.ADEPT Training and Implementation	x	x	x	x	x	x	x	x	x		*Principal/District*
8. Provide assistance/workshop for assisting teachers in implementing strategies for assisting students with study skills.	x	x	x	x	x	x	x	x	x		*Curriculum coordinator*
9. Team Building Training	x	x	x	x	x	x	x	x	x		*Consultant/coaches*
10. Standards-based (Unpacking Standards)	x	x	x	x	x	x	x	x	x		*Curriculum coordinator*

11. Block Scheduling	x	x	x	x	x	x	x	x	x		*Consultant/curriculum coordinator*
Implementation/Monitoring											
1.MAP Training Strategies	x	x	x	x	x	x	x	x	x		*J. Gerald, curriculum specialist and instructional coaches*
2.Professional Development	x	x	x	x	x	x	x	x	x		*J. Gerald, curriculum specialist and instructional coaches*

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goals 1-3: By April 1, 2009, 30% of students in grades 6 through 8 will move from Below Basic in Reading and Math to Met and Above as indicated by aligned Measures of Academic Progress (MAP) RIT band scores.

Grade 6	**Spring 08 Below Basic according to MAP in Reading**	**Spring 08 Below Basic according to MAP in Math**
	123	132
	Winter 09 Goal	**Winter 09 Goal**
	86	92
Grade 7	**Spring 08 Below Basic according to MAP in Reading**	**Spring 08 Below Basic according to MAP in Math**
	118	123
	Winter 09 Goal	**Winter 09 Goal**
	83	86
Grade 8	**Spring 08 Below Basic according to MAP in Reading**	**Spring 08 Below Basic according to MAP in Math**
	98	107
	Winter 09 Goal	**Winter 09 Goal**
	69	75

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation
List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.			*Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1.*On going MAP scores analyzed and reviewed by grade level teams* *(Fall, Winter and Spring results 2008-2009)*	*Instructional Coach Joyce Gerald*	September 2008	Analyzing MAP and PACT data will provide grade level teams with a deeper understanding of what should be the instructional focus for identified targeted students according to MAP score sheets. **Evidence:** Bi-monthly Grade level meeting minutes; Sign -in sheets of persons who receive staff development on data analysis. The instructional coach (Mrs. Karen Parker) will be responsible for documentation.
2. *District collaboration and training on effective use of NWEA Dynamic Suite Components to ensure student achievement*.	*J. Gerald and school-based coaches.*	October 2008	This training will provide grade level teams with the foundational knowledge to utilize the Dynamic Suite to facilitate better planning. The district (J. Gerald) will share documentation with instructional coach. . **Evidence:** Teachers will show differentiation in their lesson plans using MAP Rit band.

			Teachers' reflection of professional development online teacher survey of professional development. Professional development will be provided during planning times by instructional coach and Mrs. Gerald. Instructional Coach (Mrs. Karen Parker) will be responsible for collecting sign-in sheets, teacher surveys and minutes.
3. Schedule target (MAP) students for additional instruction in reading and math via Study Island PACT software at least twice weekly in an after school setting.	*Instructional Coach & Guidance Counselors Lab proctor*	September 2008	This strategy will provide targeted students with additional seat time to close the achievement gap in reading and mathematics. **Evidence:** student groups using MAP Data; Monthly student progress reports. Information will be shared during department meetings. The Instructional Coach (Mrs. Karen Parker) will be responsible for collecting and sharing documentation
4. Schedule Targeted Students for the Acellus mathematics lab.	*Instructional Coach, Lab manager, & Guidance Counselors*	September 2008	This strategy will provide targeted groups with focused activities in mathematics during their connect times for at least one nine weeks. **Evidence:** student groups using MAP Data; Monthly student progress reports. Information will be shared during department meetings. The Instructional Coach (Mrs. Karen Parker) will be responsible for collecting and sharing documentation. These reports will be shared during math department meetings.
5. Schedule Below Basics and Targeted students to reading assistance classes during connect time.	*Instructional Coach Guidance Counselors Reading teachers*	September 2008	This strategy will provide targeted groups with focused activities in reading their connect times for at least one nine weeks. The two reading teachers will provide reports for the English Language Arts teachers. **Evidence:** A pre-test and a post-test will be administered to each student. Monthly skills test will be also be administered to monitor student progress. The instructional coach (Mrs. Karen Parker) will be responsible for collecting documentation.
6. Continue the use of differentiation of instruction in classrooms	*Instructional Coaches Principal*	September 2008	This strategy will allow observers to see if teachers are using strategies that will address the needs of all students. **Evidence:** Jasper County's Walk Through Forms (Revised) will be used weekly to observe teachers; Teacher lesson plans will be evaluated weekly for the use of differentiation of instruction. The instructional coach (Mrs. Karen Parker) will collect the documentation.

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Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, 100% of the faculty will be evaluated for professional performance to enhance, and to support student achievement as measured by 30% of students in grades 6 through 8 moving from below basic in reading and mathematics to met and above as indicated by MAP.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1. Develop and implement an observation schedule of all teachers. All leadership team members will conduct a minimum of 5 weekly observations of teachers and provide written feedback.	Principal Leadership Team	August 2008	The schedule will ensure that more than one person is evaluating faculty in the area of teacher quality and performance. Also all classrooms will be observed on a regular and on-going basis. The observations conducted will allow the leadership team opportunities to analyze teacher effectiveness, and also identify strengths and weaknesses of the school's instructional program. **Evidence:** Weekly observations will be conducted using the Jasper County's Walk About Form (Revised). The principal (Mr. Ranell Williams, Jr.) will provide the documentation.
2. Complete ADEPT (Induction, Formal, Diagnostic, and Goals-Based) evaluations of teachers and other identified faculty members.	Principal Leadership Team	September 2008	The ADEPT process allows faculty members to be evaluated by outlined state standards of effectiveness and accountability. This strategy will also aid the leadership team in the identification of faculty members' strengths and weaknesses in classroom instruction. The process will also provide the necessary documentation for faculty contract recommendations for the following school year. **Evidence:** Fall and Spring ADEPT Summary Form. The principal (Mr. Ranell Williams, Jr.) will provide the documentation.
3. The principal will conduct monthly Data audits to ensure that teachers are using data to power mathematics classroom instruction. The results of the audits will be shared with the mathematics department with comments on successful implementation or suggestions for improvement in implementation of this initiative.	Principal Leadership Team	October 2008	This strategy will support the identified student achievement focus goals. It will also align teacher's goals with identified student achievement needs. **Evidence:** Individual teacher data notebook audit form will be completed showing the assessments used by the teacher. The principal (Mr. Ranell Williams, Jr.)will provide the documentation.
4. Meet weekly with teachers to discuss student's classroom performance (Departmental/Team/Faculty and/or Individual Meetings)	Principal	September 2008	This strategy will provide the principal an opportunity to continuously confer with teachers on student achievement. It also provides an opportunity for teachers to reflect on how to assist students in the mastery of learning. **Evidence:** Minutes of meetings. The principal (Mr. Ranell Williams, Jr.)will provide the documentation.
5. Conduct on-going reviews of grade-level and classroom student data (MAP, District Benchmarks, Formative and Summative Evaluations)	Principal Leadership Team	September 2008	This activity will serve as a monitoring piece for student achievement data and the effectiveness of teacher's instruction. **Evidence:** Minutes of meetings. The principal (Mr. Ranell Williams, Jr.)will provide the documentation.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

By April 1, 2009, 100% of core academic area faculty members will be properly certified and Highly Qualified (HQ) per Status Report as indicated on SASI and the Professional Certified Staff Listing Report (PCS). Currently, 87.1% of the core area academic faculty members are properly certified.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1. Provide assistance for non Highly Qualified (HQ) Teachers to complete the certification process.	Principal District Personnel	August 2008	This strategy will provide outside staff development to assist non certified and or non HQ teachers to become certified. **Evidence:** Praxis registration; Complete Praxis; Sign up for Praxis examination; Teacher score sheet of test score(s); Signed copy of educator's certification data base inquiry printout by principal and teacher. The Principal (Mr. Ranell Williams, Jr.) will be responsible for documentation.
2. Review and analyze the SCDE accreditation and BEDS reports.	Principal District Personnel	August 2008	This activity will assist in the identification of faculty members who are not certified or properly certified for the positions they hold. **Evidence:** Printout of fall and spring accreditation report. The principal will provide the documentation.
3. Work collaboratively with the district personnel officer to fill vacancies with properly certified faculty members, based on resignations and/or non-renewals based on certification concerns.	Principal District Personnel	August 2008	This strategy will help ensure that faculty members are hired based on the needs of the middle school. Also that the new staff members will enhance student achievement and the outlined academic program. **Evidence:** Monthly position control report . The principal (Mr. Ranell Williams, Jr.)will provide the documentation.
4. Facilitate the interview and recommendation for hiring process, through the establishment of a site-based interview team.	Principal Interview Team	August 2008	This strategy will assist the district in the hiring process and also ensure that teacher candidates are the best fit for Ridgeland Middle School. **Evidence:** A list of the site-based interview team; A list of recommendations for hiring**.** The principal (Mr. Ranell Williams, Jr.)will provide the documentation.
5. Assist the Director of Personnel with the initial screening of all applicants before considering possible interviews.	Principal District Personnel	September 2008	This strategy will allow the principal to have first hand knowledge of possible candidates that will enable him to select the best highly qualified applicants for his vacancies. **Evidence:** Jasper County's Applicant Rating Scale**.** The principal (Mr. Ranell Williams, Jr.) will provide documentation.

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District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

By April 1, 2009 Ridgeland Middle School will show a 20% increase in the number of teachers who are Highly Qualified (HQ) district-wide, per the HQ Teacher Status Report in SASI and/or as indicated by the Professional Certified Staff Listing (PCS). Currently, Ridgeland Middle School has 67.7 % of their teachers that are Highly Qualified.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1. Monitor the certification requirements for teachers teaching in 6-8 classrooms.	Director of Personnel, Rebecca Cooper Superintendent, Dr. Delacy Sanford	July 2008, ongoing	This indicator will ensure that ONLY HQ teachers are placed in RMS. District procedures for the interviewing of applicants, and procedures for hiring clarified will be sent to and signed by building level administrators. **Evidence:** SASI Queries and PCS for HQ teachers in each school. **(Evidence will be collected by the Director of Personnel.)**
2. Explore the procedures and timeline for reciprocity with other states. Clarify the process for all new applicants and ensure that they understand their responsibilities in the process	Director of Personnel, Rebecca Cooper Superintendent, Dr. Delacy Sanford	July 2008, ongoing	Monitoring this process will ensure that reciprocity does exist between teacher's from other states and SCDE. Teacher for whom reciprocity does not will be led to take the appropriate certification exams. District procedures for completing the reciprocity process with be developed, signatures will be needed for all stakeholders involved, teachers building level administrators, Superintendent, and director of personnel. **Evidence:** Validation form completed of credentials held by out-of-state applicant(s). **Evidence will be collected by the Director of Personnel.**
3. Develop a timeline and calendar for the recruitment of HQ teachers.	Director of Personnel, Rebecca Cooper Superintendent, Dr. Delacy Sanford	July 2008, ongoing	This indicator will ensure that the district is actively seeking HQ teachers for any vacancies that exist in Ridgeland Middle School after school has already begun. **Evidence:** Timeline and calendar on file. **(Evidence will be collected by the Director of Personnel.)**
4. Implement the CERRA Teacher mentor program supported by the SCDE. Provide ongoing professional development the best of the best from each school to become teacher mentors.	Director of Personnel, Rebecca Cooper Superintendent, Dr. Delacy Sanford	July 2008, ongoing	All research indicates that Mentoring provides support for new employers to a school district. All teachers receiving this support will enable the district to retain its HQ teachers instead of losing them to neighboring district. Partnering with CERRA ensures that our HQ teachers are receiving mentorship from HQ Mentors. **Evidence:** List of mentors trained and certified by CERRA. List of mentors who are actually mentoring new teachers who are HQ. **(Evidence will be collected by the Director of Personnel.)**

5. The district will provide teacher incentives for teachers who have met the incentive requirements.	Director of Personnel, Rebecca Cooper Superintendent, Dr. Delacy Sanford	July 2008, ongoing	The district's strategic plan references incentives for teacher performance. The measures may include MAP, HSAP, EOCEP, PASS, and DRA Scores. Teacher Attendance average at the AYP level and Student attendance at the AYP Level. **Evidence:** List of teachers who qualify for the incentive and evidence of their qualification **(Evidence will be collected by the Director of Personnel.)**

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District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

By April 1 2009 The district will ensure that 80% of the strategies embedded in each Ridgeland Middle School's Student Achievement Goal are implemented and achieved as measured by MAP and district benchmark.

- **Achievement Goal 1: By April 1, 2009, 30% of students in grade 6 will move from Below Basic in Reading and Math to Met and Above as indicated by aligned Measures of Academic Progress (MAP) RIT band scores.**

- **Achievement Goal 2: By March 2009, 30% of students in grade 7 will move from Below Basic in Reading to Met and Above as indicated by aligned Measures of Academic Progress (MAP) RIT band scores.**

- **Achievement Goal 3: By March 2009, 30% of students in grade 8 will move from Below Basic in Reading to Met and above as indicated by aligned Measures of Academic Progress (MAP) RIT band scores.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
1. District level administrators will conduct **5** classroom visits each week to ensure that the adopted curriculum (A5 Curriculum) is being implemented.	District Level Administrators	September 2008	This indicator will direct administrators with reference to their weekly responsibilities. **Evidence:** ▪ Observation log and JCSD Observation Form copies. ▪ Evidence of conference notes/if conferences were held with

			the teachers and other follow up support items based on staff needs. **(Dr. Al Arbee-Deputy Superintendent will collect this data.)**

2. The district will provide ongoing professional development for building level administrators/teachers in the following areas:
▪ Implementation of the adopted curriculum, and the specific instructional strategies that they should observe in grades 6-8
▪ Utilization of data to improve instruction
    ○ MAP RIT Bands
      ▪ Using Descartes to improve mathematics achievement
      ▪ AIMS Professional Development in Math Instruction (For specific teachers who will redeliver to their grade level cohorts)
      ▪ On to use the mathematics daily pacing guide to power classroom instruction
	Ms. Tigner - Professional Development Coordinator/
	
	Joyce Gerald-DTC
		September 2008	It will apprise them of the appropriate SC Standards based instructional strategies that they should be observing in the classrooms.
			Evidence: Reflections from professional development survey-online survey,
			Lesson plans indicating the use of the daily math pacing guide of indicators
			 (Deputy Superintendent will collect this data.)

3. The district will provide ongoing professional development for building level administrators/teachers in the following areas:
▪ Implementation of the adopted curriculum, and the specific instructional strategies that they should observe in 6-8 classrooms
▪ Utilization of data to improve instruction
    ○ MAP RIT Bands
    ○ Benchmarks
	Ms. Tigner - Professional Development
	
	Joyce Gerald-DTC
		September 2008	This indicator will provide building level administrators with the back ground knowledge of the adopted curriculum, (A5 Curriculum) that they will be observing in the classrooms. It will apprise them of the appropriate SC Standards based instructional strategies that they should be observing in the classrooms. **Evidence:** Sign in sheets, and reflections from professional development, completed professional development logs with reflections. Lesson Plans indicating implementation of the strategies **(Deputy Superintendent will collect this data.)**

4. The district will provide professional development in The Balanced Literacy Process for grades 6-8
    ○ Reading Components in a Balanced Literacy Classroom
      ▪ Reading Aloud
      ▪ Shared Reading
      ▪ Small Group Instruction (Guided Reading)
      ▪ Independent Reading
	Ms. Tigner - Professional Development Coordinator/
	Joyce Gerald-DTC
		September 2008	The A 5 Curriculum is Literacy based.
			Evidence:
			▪ Survey results of training in the Reading Components in a Balanced Literacy Classroom
			▪ Teacher lesson plans will indicate that the components are being implemented
			▪ JCSD Observation Log of classroom instruction will provide evidence that the strategies are being implemented.
			▪ Additional or personalized professional development will be provided for individuals who are still struggling with this strategy
			Deputy Superintendent will collect this data.

5. District level administrators will conduct monthly Data audits to ensure that teachers are using data to power mathematics classroom instruction. The results of the audits will be sent to the building level administrators with comments on successful implementation or suggestions for improvement in implementation of this initiative.	Dr. Al Arbee-Deputy Superintendent, / Ms. Tigner -Professional Development Coordinator Joyce Gerald-DTC	September 2008	This indicator will provide structure for the building of data teams at each school. It will also foster or empower the "Driving" of instructional practices with data. **Evidence:** Individual teachers' data audit forms completed, data folders, showing the assessments used by the teachers. Lesson Plans indicating the use of data in the differentiation of classroom instruction (**Deputy Superintendent and DTC will collect this evidence)**

FOCUSED SCHOOL RENEWAL PLAN
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Title and Description of Each Program and Initiative
Included in the FSRP

Give the title and a brief description of <u>each</u> program or initiative that is included in the FSRP.
Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP)

MAP tests measure a student's instructional level, providing useful information about where a student is learning. Because the tests align to the content and structure of state standards, the information teachers receive directly relates to the classroom experience.

MAP tests are adaptive. Every item provides valuable information that helps teachers pinpoint a student's current instructional level.

This instructional information allows educators to reflect back on the impact they have made in a student's life. In addition, teachers can use the information to plan ahead, determining what instruction and materials are most appropriate for students. By providing this targeted information, they create the best opportunity for learning.

With adaptive tests, scores are more precise and educators receive more information about students regardless of performance levels.

The purpose of MAP tests is different than the purpose of mastery tests. Typical mastery tests present every student with the same test, usually created for a specific grade level. The purpose of this type of assessment is to indicate which students have met the benchmark for the grade, and which students have not yet learned the grade-level material.

With MAP tests, the purpose is not to assign the status of "proficient" or "below basic" to students. Instead, MAP tests measure a student's instructional level, focusing on the area of learning where a student can make the greatest academic growth.

Northwest Evaluation Association (NWEA)

Northwest Evaluation Association (NWEA) is a not-for-profit organization committed to helping school districts throughout the nation improve learning for all students. NWEA partners with more than 2,200 school districts representing more than three million students. As a result of NWEA tests, educators can make informed decisions to promote your child's academic growth.

Anderson 5 Curriculum (A5)

Anderson School District Five incorporates a variety of instructional resources and proven teaching methods to ensure educational excellence for each student. Using the South Carolina Curriculum Standards and the Anderson School District Five Approved Curriculum, our teachers provide a rich learning experience, allowing students to reach their full potential.

The Anderson School District Five Approved Curriculum is a state-of-the-art curriculum guide developed by district teachers. The curriculum is reviewed and revised annually to ensure that all students are benefiting from articulated curriculum that is aligned to the South Carolina State Standards, PACT, and MAP objectives.

The curriculum is organized by subject area. Each of the curricular areas includes lesson plans based on the district's pacing guides. PACT-like assessments are included, and Web-based resources for each objective are available for teachers, parents, and students use to reinforce the goals of the course.

Acellus Instruction and Assessment System

Designed to be highly adaptable and responsive to meet the escalating needs of students and teachers, Acellus integrates time-proven methods of teaching with the latest advancements in technology. Acellus enables students to work at their own pace and build a strong foundation in math and science. Its adaptability and responsiveness make the Acellus Learning System a compelling and practical learning tool for the classroom and beyond.

Assisting, Developing and Evaluating Professional Teaching (ADEPT)

ADEPT is South Carolina's system for assisting, developing, and evaluating professional teaching. Based on state expectations (i.e., the ADEPT Performance Standards) that are aligned with nationally recognized professional standards, the ADEPT system forms a seamless continuum for educators throughout the entirety of their careers. In addition to applications for classroom-based teachers, the ADEPT system also includes standards and models for assisting, developing, and evaluating special area educators (i.e., school guidance counselors, library media specialists, and speech-

HQ – Highly Qualified teacher based on testing.

PD – Professional Development

Targeted Students – Student who were 5 points within the Basic performance level according to PACT scale scores

Accelerated Reader (AR)

A computer based reading program that makes essential reading practice more effective for every student. It personalizes reading practice to each student's current level, manages all reading activities including read to, read with, and independent reading, and assesses students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skill, and Textbook Quizzes. The goal of the program is to build a love for reading and learning.

RIT

The Student's overall score on MAP. This is one of the most important pieces of information on the entire report. The RIT score reflects the level at which the student is performing and is independent of the age or grade level of the student. This RIT score is used by teachers to plan instruction around students' strengths and weaknesses relative to the state curriculum standards. Well-targeted instruction leads to improved performance and growth.

Supplemental Educational Services

State approved providers used in an after school setting to provide additional instruction in English Language Arts and Mathematics. It is offered to students who receive free or reduced lunch and is funded by Title I.

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